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ABSTRACT

Described are aspects of the evaluation of the Detroit (Michigan) Public Schools' 1985 Chapter 1 Citywide Summer School program, a program implemented to improve the reading and mathematics skills of students from pre-kindergarten classes through grade 8. A random sample of 18 schools, including elementary and middle schools, was selected for evaluation. A survey instrument consisting of 15 scaled questions was distributed to administrators and teachers. Results indicating that respondents generally viewed the program as successful are discussed with particular attention to areas of disagreement among respondents and ways to improve the program. It is recommended that the program be continued. (RH)

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PROGRAM FACTS

Title	:	Chapter 1 Citywide Summer School
Funding Year	:	1985
Purpose of the Program	:	To improve reading skills of students through a skill-focused, literature based, integrated language arts program; and To improve mathematics skills through a program in which the positive approach prevails and is based on diagnostic teaching.
Features of the Program	:	The 1985 Chapter 1 Citywide Summer Schools served Chapter 1 participants in grades pre-kindergarten through grade 8. Class size was a maximum of 15 and a minimum of 10 with 80 minute class periods.
Funding Source	:	Chapter 1, Education Consolidation and Improvement Act
Funding Level	:	$3,200,000
Number of Students Served:		15,360
Staffing Pattern	:	98 schools 98 school administrators 98 secretaries 829 teachers 415 school service assistants
Instructional Time	:	Five weeks, five days per week, four hours per day
Materials and Equipment	:	Syllabi-reading, literature, writing, and mathematics; also Selected language arts and mathematics books and materials
First Year of Funding	:	1985

1985 CHAPTER 1 CITYWIDE
SUMMER SCHOOL PROGRAM
EXECUTIVE SUMMARY

Purpose and Features of the Program

The main purpose of the 1985 Chapter 1 Citywide Summer School program was to improve the reading and mathematics skills of the students. The reading program was a skill-focused, literature-based, integrated language arts program. Students received direct instruction in one of the nine selected Michigan Educational Assessment Program (MEAP) reading skills followed by a program of outstanding children's literature which provided application and reinforcement activities for that particular skill.

Plans for the mathematics summer school program involved the positive approach with a major goal to build, promote, and maintain positive attitudes toward mathematics. Diagnostic teaching was the key with concrete and semi-concrete models used to gain understanding by the learners before symbols/ abstractions were used when developing a concept.

Grades pre-kindergarten through grade 8 were involved in the 1985 summer school program which was for a period of five weeks, five days a week, and four hours a day. Instruction was divided into three 80-minute periods.

Evaluation Methology

A simple random sample of 18 schools, including both elementary and middle schools, was selected for evaluation purposes. The 1985 Summer School Survey was distributed to administrators and teachers in the sample schools during the last week of summer school, July, 1985. The survey was analyzed to determine the respondents' reactions to the program.

Findings and Recommendations

Results of the 1985 Summer School Survey reveal that the program was an overall success as viewed by both administrators and teachers. Response data 1-6 indicate the continuation of this program with but few exceptions. The reading and mathematics programs received almost total positive responses. Other staff responses suggested possible needs for changes in commerical reading materials, the 80-minute periods for pre-school, and additional inservice planning time for teachers of more than one subject.

1985 CHAPTER 1 CITY-WIDE
SUMMER SCHOOL PROGRAM

Program Description

The main purpose of the 1985 Chapter 1 City-Wide Summer School Program was to improve the reading and mathematics skills of the students. Plans for the Summer School reading program formulated by the Language Education Department were:

> To improve the reading skills of students through a skill-focused, literature-based, integrated language arts program. Following direct instruction in one of nine selected Michigan Educational Assessment Program (MEAP) reading skills, outstanding children's literature will be used to provide application and reinforcement activities for that skill. Students will listen to, talk, write and think about stories which they have read or which have been read to them.
>
> For grades 1 through 7, the nine MEAP skills with the lowest percentages of city-wide achievement on grade 4 and grade 7 MEAP tests will be used: the eighth grade skills are drawn from the tenth grade MEAP. Primary Unit, Grades 3, 5 and 6 instruction is based on pre-skills of the nine major skills.[1]
>
> In addition, the program will involve using a direct instruction model of teach-practice-apply. The teacher will explain and model the skill, provide guided and independent practice for the skill and provide application activities with literature selections. About one third of the class time will be spent on literature experiences. Skill activities will culminate with practice items in MEAP test item format. Literature experiences may culminate in a variety of suggested oral or written activities.[2]

Plans for the summer school mathematics program include one in which:

> The positive appraoch should prevail! A major goal of the summer school program in mathematics is to build, promote and maintain positive attitudes towards mathematics.

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[1]Fact Sheet distributed by the Language Education Department, Office of Curriculum Development and Services, Detroit Public School in May, 1985.

[2]Ibid.

> Teach from where the students are! Diagnostic teaching is the key. Many concrete and semi-concrete models should be used to gain understanding by the learners before symbols/ abstractions are used when developing a concept. A variety of methods and materials are needed to meet the various learning styles of pupils. Thinking skills should be interwoven into each lesson to improve the problem solving abilities of youngsters.[3]

In addition it was recommended that the mathematics teacher:

1. Use questioning as a strategy to promote critical thinking skills.

2. Develop mental arithmetic capabilities.

3. Stress concept understanding. MEAP, CAT, and ABCS results reflect the learners lack of concept development. Detroit pupils score well on objectives that require only rote skill. Only those skills backed by related concepts are retained over time.

4. Put emphasis on guided instruction and less on independent practice.

5. Monitor and adjust teaching to meet group as well as individual needs. Instruction should be continually moderated to challenge all students.

6. Utilize the calculator to assist in attaining objectives.

7. For evaluative purposes, incorporate in each lesson short assessments which give immediate feedback to both the learner and teacher.[4]

The 1985 summer school program length was for a period of five weeks, June 17 through July 19. Classes met five days a week, four hours a day, and were divided into three 80 minute instructional periods.

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[3]This information was obtained from a document from the Mathematics and Science Department, Office of Curriculum Development and Services, Detroit Public Schools.

[4]Ibid.

Evaluation Design

A simple random sample of 18 schools, including both elementary and middle schools, was selected for evaluation purposes. the 1985 Summer School Survey was distributed to administrators and teachers in the sample schools during the last week of summer school, July, 1985.

Respondents were asked to react to a questionnaire of 15 items of which two had multiple parts and two were open-ended. The values assigned for evaluation purposes resulted in a scale with a maximum of 4.0 and a minimum of 1.0. The survey included the following scale and items:

SCALE

4 - Strongly Agree: You strongly agree with the statement.
3 - Agree: You agree more than you disagree
2 - Disagree: You disagree more than you agree.
1 - Strongly Disagree: You strongly disagree with the statement.

ITEMS FOR 1985 SUMMER SCHOOL SURVEY

1. The following materials were appropriate for improving the reading skills of students in the 1985 Summer School skill-focused, literature-based, language arts program:

   (a) grade level guides
   (b) selected literature books
   (c) sample activities packets
   (d) variety of commerical materials
   (e) practice MEAP tests for selected skills
   (f) Independent Reading Activities (IRA)
   (g) Daily Oral Language/Written Expression (DOL/WE)

2. The nine target reading MEAP objectives were appropriate for a summer school language arts program.

3. The standardized 1985 summer school lesson plan for language arts (as presented in the guides) was helpful to the instructional program.

4. The targeted mathematics MEAP objectives were appropriate for a summer school mathematics program.

5. Mathematics Resource Guides were appropriate in the instructional program for improving the mathematics skills of students.

6. The standardized 1985 Summer School lesson plan for mathematics was helpful to the instructional program.

7. The Summer school inservice/preparation program provided:

   (a) necessary information and guidelines
   (b) sufficient time for planning

8. Daily instructional time allotment of three 80 minute periods was appropriate.

9. Summer school attendance was higher than in past years.

10. Monitoring forms were appropriately utilized.

11. Student assistants were helpful in assisting teachers and/or doing assigned tasks.

12. School Service Assistants were helpful in assisting teachers and/or doing assigned tasks.

13. The 1985 Summer School program was more effective in terms of student learning than those in past years.

14. What parts of the 1985 Summer School Program should be continued in future Summer School Program?

15. What parts of the 1985 Summer School Programs should be discontinued in future Summer School Programs?

Please make additional comments.

In addition to the 1985 Summer School Survey, test results will be analyzed. A random sample of 1984-85 Chapter 1 participants will be selected. Those who attended the 1985 summer program will form the experimental group; the comparison group will consist of those Chapter 1 students without summer school experience. Test results to be analyzed are as follow:

Grades	Test	Date
4 and 7	MEAP	October, 1985
3, 5, 8	CAT	November, 1985
1 thru 8	ABCS	April, 1986

Presentation of Data

Survey results are presented in Tables 1-6 and Figures 1-4.

Table 1

Results of 1985 Summer School Survey
for All Respondents

Item	Mean	N
1 (a)	3.6	118
(b)	3.6	98
(c)	3.5	112
(d)	3.1	88
(e)	3.4	92
(f)	3.4	85
(g)	3.5	96
2	3.6	115
3	3.6	123
4	3.4	104
5	3.3	105
6	3.5	109
7 (a)	3.4	168
(b)	3.1	162
8	3.3	153
9	3.1	122
10	3.3	146
11	3.3	130
12	3.6	163
13	3.2	132
Total Respondents		175

Table 2

Results of 1985 Summer School Survey
for Administrators and Teachers

Item	Administrators		Teachers	
	Mean	N*	Mean	N*
1 (a)	3.7	15	3.6	103
(b)	3.7	15	3.6	83
(c)	3.5	15	3.5	97
(d)	3.4	11	3.1	77
(e)	3.6	14	3.4	78
(f)	3.5	13	3.4	72
(g)	3.8	14	3.5	82
2	3.7	16	3.6	99
3	3.6	16	3.6	107
4	3.7	15	3.4	89
5	3.6	16	3.3	89
6	3.6	16	3.4	93
7 (a)	3.6	15	3.3	153
(b)	3.3	15	3.1	147
8	3.3	15	3.3	138
9	2.8	13	3.1	109
10	3.7	15	3.3	131
11	3.1	16	3.3	114
12	3.7	16	3.6	147
13	3.3	13	3.2	119

* Total Administrators - 16, Teachers - 159

Table 3

Results of 1985 Summer School Survey
for Specific Teachers

Item	Teachers of Language Arts		Teachers of Mathematics		Teachers of Lang. Arts and Math.	
	Mean	N	Mean	N	Mean	N
1 (a)	3.6	43	-	-	3.5	29
(b)	3.6	40	-	-	3.6	26
(c)	3.6	43	-	-	3.3	28
(d)	3.2	40	-	-	2.8	19
(e)	3.4	40	-	-	3.1	20
(f)	3.5	35	-	-	3.1	22
(g)	3.4	36	-	-	3.4	25
2	3.5	42	-	-	3.4	30
3	3.7	43	-	-	3.5	31
4	-	-	3.3	40	3.3	30
5	-	-	3.2	40	3.2	30
6	-	-	3.3	40	3.3	30
7 (a)	3.4	43	3.4	40	3.0	27
(b)	3.0	40	3.1	40	2.5	27
8	3.3	39	3.4	37	2.9	29
9	3.2	26	2.9	29	3.1	23
10	3.1	36	3.1	34	3.5	25
11	3.3	31	3.2	25	3.0	19
12	3.7	41	3.4	35	3.7	30
13	3.4	30	3.0	28	3.1	26

Table 4

Results of 1985 Summer School Survey
for Language Arts Teachers from
Elementary and Middle Schools

Item	Elementary School Teachers		Middle School Teachers	
	Mean	N	Mean	N
1 (a)	3.6	33	3.4	10
(b)	3.6	33	3.4	7
(c)	3.6	33	3.6	10
(d)	3.3	31	3.0	9
(e)	3.5	31	3.1	9
(f)	3.5	27	3.3	8
(g)	3.4	28	3.3	8
2	3.6	32	3.3	10
3	3.7	33	3.5	10
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7 (a)	3.5	33	3.0	10
(b)	3.1	30	2.8	10
8	3.3	30	3.0	9
9	3.1	19	3.4	7
10	3.2	27	3.0	9
11	3.2	22	3.6	9
12	3.6	31	3.8	10
13	3.4	22	3.5	8

Table 5

Results of 1985 Summer School Survey for Items Pertinent to Mathematics Teachers from Elementary and Middle Schools

Item	Elementary Schools Teachers		Middle Schools Teachers	
	Mean	N	Mean	N
4	3.3	30	3.2	10
5	3.2	30	3.3	10
6	3.3	30	3.5	10
7 (a)	3.4	30	3.5	10
(b)	2.9	30	3.5	10
8	3.4	28	3.6	9
9	3.0	21	2.8	8
10	3.1	25	3.1	9
11	3.3	19	3.2	6
12	3.5	26	3.2	9
13	2.9	19	3.0	9

Table 6

Results of 1985 Summer School Survey for Items Pertinent to Preschool, Kindergarten, and Incentive Teachers

Item	Preschool Teachers		Kindergarten Teachers		Incentive Teachers	
	Mean	N	Mean	N	Mean	N
7 (a)	3.4	5	3.7	10	3.4	28
(b)	3.0	4	3.6	10	3.6	26
8	2.0	3	3.1	8	3.6	22
9	3.3	3	3.7	6	3.0	22
10	3.3	4	3.6	8	3.3	24
11	3.5	4	3.4	9	3.6	26
12	4.0	5	3.8	11	3.6	25
13	3.0	5	3.3	6	3.3	24

FIGURE 1

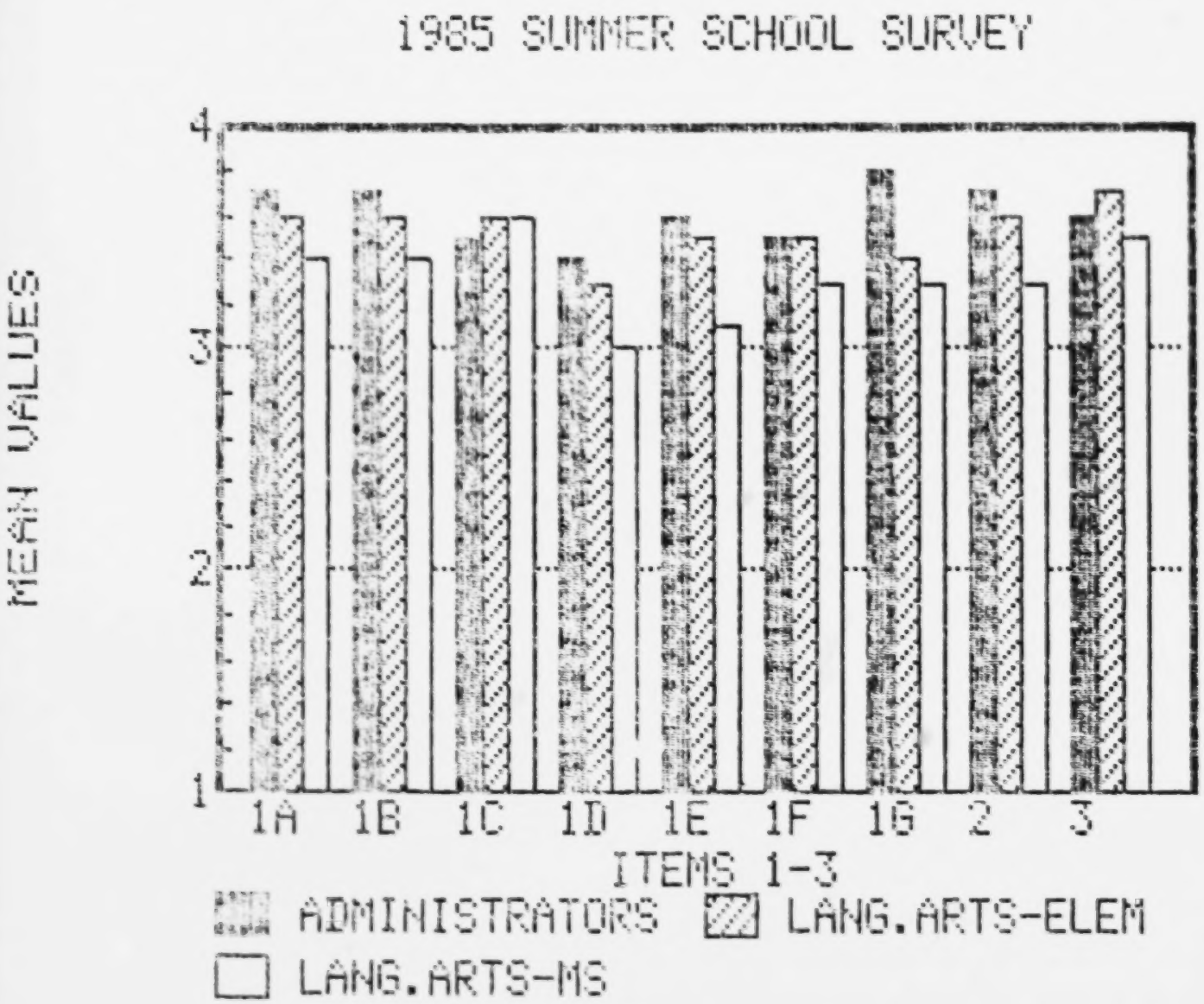

1985 SUMMER SCHOOL SURVEY
MEAN VALUES
4
3
2
1
1A
1B
1C
1D
1E
1F
1G
2
3
ITEMS 1-3
ADMINISTRATORS
LANG.ARTS-ELEM
LANG.ARTS-MS

FIGURE 2

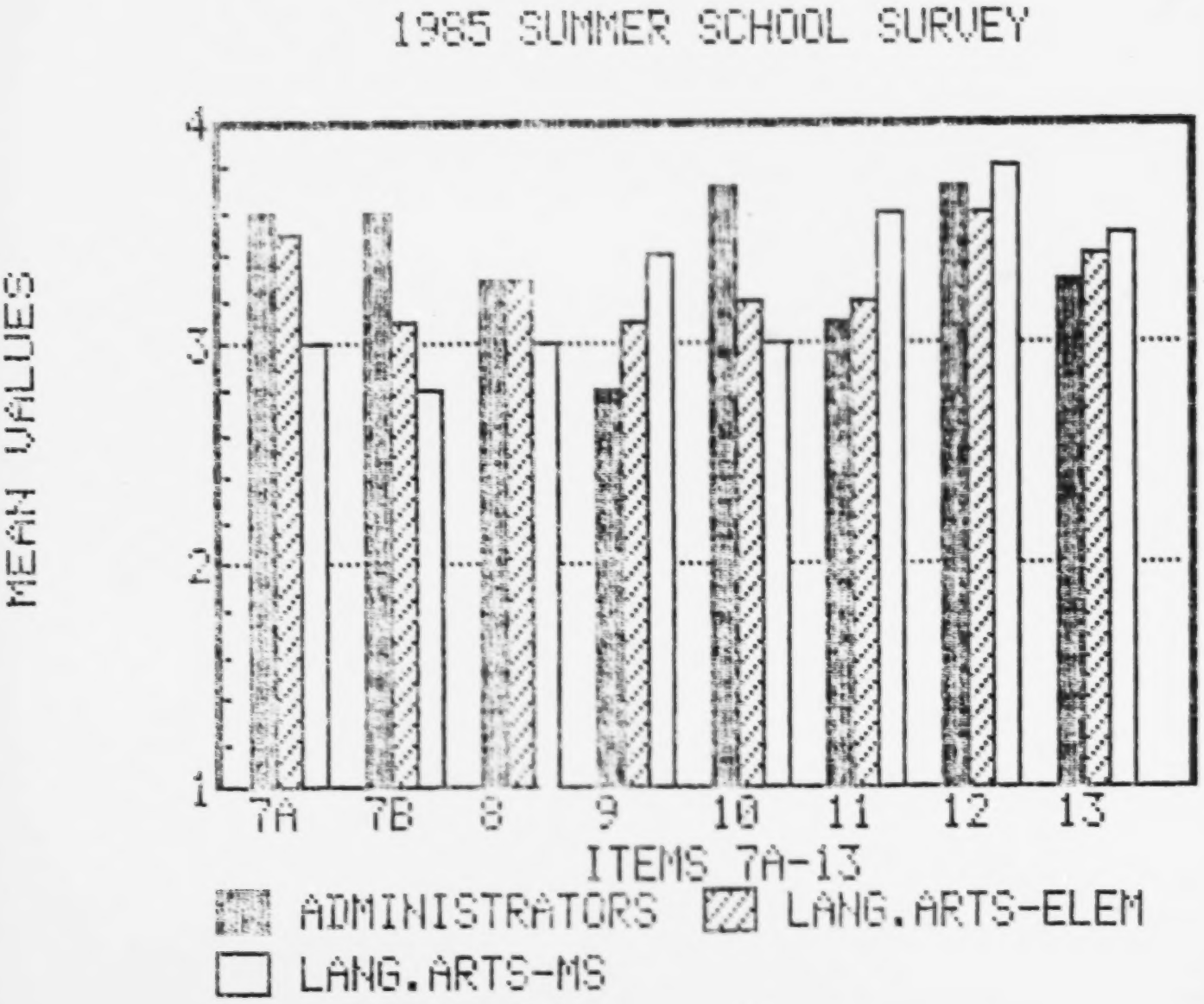

1985 SUMMER SCHOOL SURVEY
MEAN VALUES
4
3
2
1
7A
7B
8
9
10
11
12
13
ITEMS 7A-13
ADMINISTRATORS
LANG.ARTS-ELEM
LANG.ARTS-MS

FIGURE 3

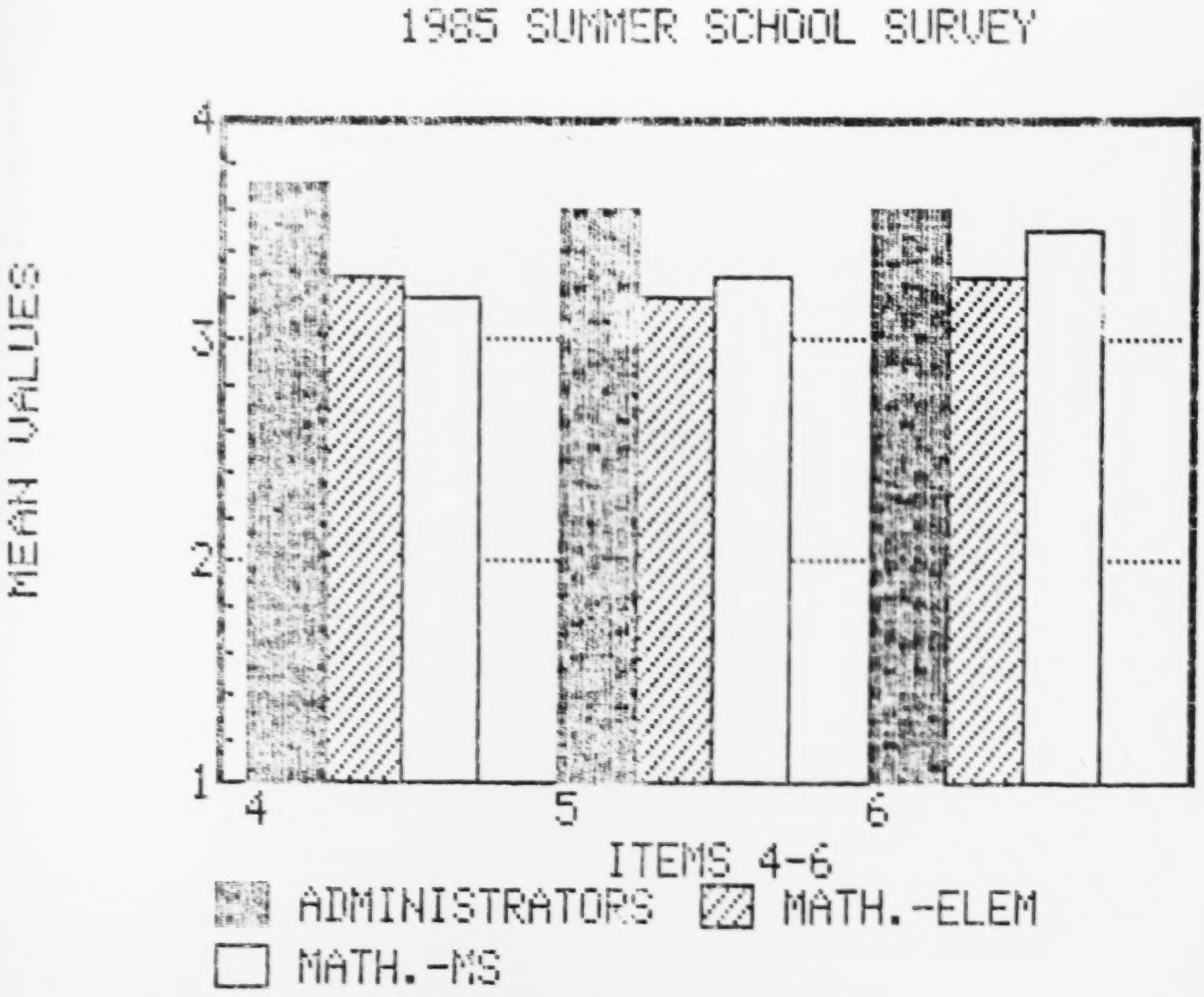
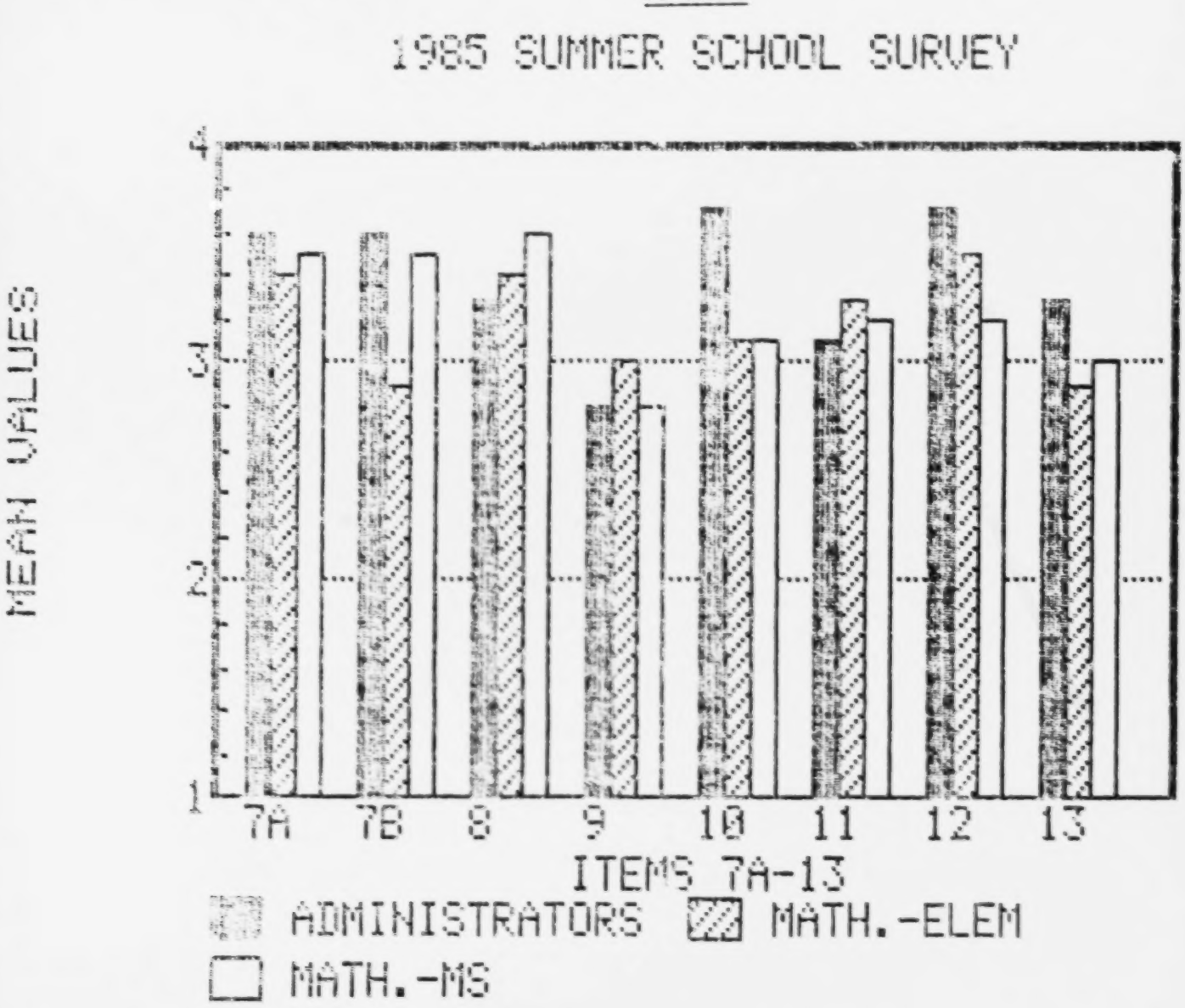

1985 SUMMER SCHOOL SURVEY
MEAN VALUES
4
3
2
1
4
5
6
ITEMS 4-6
ADMINISTRATORS
MATH.-ELEM
MATH.-MS

FIGURE 4


1985 SUMMER SCHOOL SURVEY
MEAN VALUES
4
3
2
1
7A
7B
8
9
10
11
12
13
ITEMS 7A-13
ADMINISTRATORS
MATH.-ELEM
MATH.-MS

Analysis of Data

The 1985 Summer School program could be considered an unqualified success based on the results displayed in Tables 1-6 and Figures 1-4.

Data relating to the 1985 Summer School Survey for all respondents as reported in Table 1 indicate that each survey item had positive mean results, based on a 4.0 scale, with the highest mean of 3.6 and the lowest 3.1. Table 2 presents results for two categories of administrators, and teachers, with positive agreement on all items except one. On Item 9, administrators disagreed and teachers reacted positively to the statement that summer school attendance was higher than past years. It also should be noted that Item 10, concerned with the appropriate use of monitoring forms, not unexpectedly produced the greatest variance between the two groups with an administrator mean of 3.7 and teacher mean of 3.3. Further analysis of survey results is based on specific items which relate to teachers of language arts (Item 1-3), mathematics teachers (Items 4-6), and those which apply to both groups (Items 7-13).

Data in Table 3 regarding Items 1-3, which pertain only to teachers involved with language arts, reveal that means were among the highest for Item 3 relating to standardized lesson plans (3.7) and lowest for commerical materials, Item 1(d).

Additional survey items for language arts with high means were those concerning specific materials such as grade level guides, literature books, and activities packets. These results were consistent with language arts teachers if the analysis was based only on school levels as depicted in Table 4. Mathematics teachers at both the elementary and middle school levels provided almost identical positive agreement for Items 4-6 in Tables 3 and 5 with but one exception. Item 6, Table 5, for middle school mathematics teachers indicated a higher positive means regarding the use of standardized lesson plans.

Data for Items 7-13 as revealed in Tables 3-5 for teachers of language arts and/or mathematics at the elementary or middle school levels indicate positive agreement for a majority of the categories. There was consistent positive agreement regarding the following items:

1. The inservice program providing necessary information and guidelines,
2. Utilization of monitoring forms, and
3. Student assistants as well as school service assistants being helpful in assisting teachers and/or doing assigned tasks. Language arts middle school teachers indicated the highest mean for those two items.

Inconsistent results and lower overall means for Items 7-13 involved the following items:

1. The inservice program regarding sufficient time for planning displayed means of 2.5-3.5. Middle school mathematics teachers showed the higher result, while those who taught both language arts and mathematics responded with a mean of 2.5.
2. Instructional periods of 80 minutes showed means of 2.9-3.6. Again, middle school mathematics teachers provided the higher means while responses from teachers involved in both language arts and mathematics indicated the lower mean.
3. The effectiveness of the 1985 summer school program in terms of student learning showed means ranging from 2.9-3.5. Middle school language arts teachers responded with a mean of 3.5 while elementary mathematics respondents indicated the lower mean.
4. Summer school attendance as perceived by teachers had a range of 2.9-3.7. The highly favorable response was displayed by kindergarten teachers, with the lowest mean from mathematics teachers.

Preschool, kindergarten and incentive teachers were very positive toward the summer program. It is interesting to note that the highest and lowest results for any survey item are recorded in Table 6. It is not surprising that preschool teachers would react unfavorably to Item 8 (mean 2.0) regarding the appropriateness of 80 minute periods. By the same token their extremely favorable mean response to Item 12 (4.0) relating to school service assistants could be expected.

Figures 1-4 display results for administrators and language arts and mathematics teachers from elementary and middle schools. Results for Items 1-3 and 7a-13 are shown for administrators and language arts teachers in Figures 1 and 2. The majority of items in Figures 1 have higher administrator means with the exception of those relating to sample activity pack materials, standardized lesson plan, and Independent Reading activities. Results for Items 7a-13 had a greater variance. It is evident in Figure 2 that administrators rated Item 9, relating to summer school attendance being higher than in past years, much lower than language arts teachers at either level. By the same token, administrator means for Item 10, concerning appropriate utilization of monitoring forms, was much higher than those for language arts teachers at either level.

Results for administrators and mathematics teachers at the elementary and middle school levels are shown in Figures 3 and 4. Figure 3, relating to Items 4-6, has higher administrator means for each of the three items. The highest rating was by administrators for Item 4 concerning the appropriateness of MEAP objects for the summer school mathematics program. Teachers also rated this item, as well as Items 5 and 6, very positively.

Figure 4 displays results for Items 7a-13 for administrators and mathematics teachers. Items 8 and 11 show higher teacher than administrator means. Mathematics teachers were in more positive agreement than administrators for the items relating to the 80 minute instructional periods and student assistants helping teachers. The lowest rating was for Item 9 by administrators and middle school teachers. This item referred to summer school attendance. Items 7a, 8 and 12 show high positive agreement for the three groups. These items concerned inservice providing necessary information, the length of the instructional periods and school service assistants.

Responses to the 1985 Summer School Survey for the three open-ended items tended to be very constructive.

Item 14 directed respondents to indicate which features of the program should be continued; Item 15 requested information on parts that should be discontinued; and the final item provided space for additional comments.

The majority of the respondents wanted all parts of the program to be continued and they wanted nothing to be discontinued.

Selective responses from teachers and administration mentioned materials (literature books, language arts guides/and activity packets), in-service, incentives, trips, reading and mathematics objectives, and lesson plans as being particularly deserving of retention in future programs.

The 80 minutes period had some support as a feature which should be discontinued. One teacher suggested a restructuring of preschool time which would involve two sessions with a maximum of 10 children in each group. Many remarked that the duration of summer school should be extended to six or eight weeks.

Although inservice received a high tally in the continue item there were recommendations to discontinue or modify this feature. Modifications included holding the inservice before the start of summer school. One administrator cited the start-up delay caused by workshops as a detriment to recruiting--"Summer school should immediately follow the end of the school year, otherwise we lose students." Some teachers were even willing to attend Saturday workshops during the Spring preceding the summer program.

While reading and mathematics objectives appeared frequently under the continue category, some dissenters wanted to discontinue pre-selected objectives. Others suggested that mastery of nine mathematics objectives in five weeks was unrealistic and that one objective per week might be a better figure. In a positive vein, there were suggestions to provide incentive teachers with the reading and mathematics objectives.

Under additional comments most teachers were content to generalize--"The best summer school since I've been teaching." A minority complained that a lack of flexability "stifled creativity."

Administrators tended to be focused in their comments. One administrator mentioned that "attitude problems" were caused when students were not advanced to the next grade level--"A third grader should be presented with a fourth grade curriculum on June 19." Another administrator had a group of parents complaining that kindergarten youngsters were not being introduced to Primary 1 materials.

Teachers felt that materials contributed to the success of the 1985 Summer Program. Logistics, however, received low marks. Material that was reviewed in the inservice sessions was frequently not in the schools for the first day of the summer session. There were other recommendations that certain materials, e.g., ABCS, CAT print-outs, be kept in a central location so that they would be available to all teachers.

Primary teachers complained of a dearth of primary level material. Some cited individual stories or books as being inappropriate for primary grades.

Teachers appreciated working with school service assistants, school community assistants and student assistants, but suggested better screening or more training for the latter group.

In summary, "The best summer school ever," was structured with some lack of flexibility; the workshops were a good idea, but were not held soon enough; the trips helped attendance, but we need money for more trips. Materials were excellent, but more time (than provided by a two day workshop) was needed to become familiar with them. It was considered vital that all materials be in place for the start of summer school.

Recommdations

Based on survey results it is recommended that the basic 1985 summer school program for language arts and mathematics be continued. However, data indicate that the following areas should be examined for possible revisions:

1. Results for Item 1(d), relating to commerical materials for language arts, reveal the need for reviewing the use of these materials in future summer program.
2. With reference to the inservice program as it relates to providing sufficient time for planning, Item 7(b), results show that those who teach both language arts and mathematics possibly should be allowed additional planning time.
3. Data for Item 8 pertaining to the 80 minute class periods reveal the possible need for revision as it concerns preschool teachers. The lowest mean results for any survey item was shown by this group for that particular item.
4. Plans for improving summer school attendance should be discussed. The only group indicating highly favorable results for Item 9 was kindergarten teachers. Administrators responded with a mean of 2.8 and the response including all teachers was only slightly positive with a mean of 3.1